

LEADERSHIP & CIVIC ENGAGEMENT UNIT



"This is no time for politics as usual ... We must dare to dream, to do, and to build!"

- Pat Brown, Governor

LEVEL

These lesson plans may be used and adapted for students in middle school, high school and college courses.

OBJECTIVES

The documentary *California State of Mind: The Legacy of Pat Brown* serves as a launching off point to involve the next generation in leadership and civic engagement. The film gives students not only an important opportunity to examine the past, but a role model in Governor Edmund "Pat" Brown, whose bi-partisan can-do optimism can re-energize the next generation to improve California's future. Students are exposed to different concepts of government and styles of leadership. This unit helps young people think about their own role in a democracy, their rights and responsibilities, and offers them ways to get involved in the process. Several of these activities have been designed in collaboration with the [Coro Center for Civic Leadership](#), a nationwide organization that prepares individuals for effective and ethical leadership in the public affairs arena. Students are encouraged to reflect on important issues of morality and social responsibility.

MEDIA

California State of Mind

Choose between the 86 minute theatrical version and a shorter 56 minute educational version.

Leadership Then & Now

This 6 minute video focuses on Governor Pat Brown's style of leadership and introduces viewers to several key leadership qualities: *vision* and *optimism*, *consensus building* and *decision making*, and finding one's *moral compass*. Bi-partisan commentary from politicians, academics and activists contribute to this lively discussion, and students are asked to consider what makes a great leader. Young viewers are also encouraged to "step up" and get involved as leaders in their lives, communities and country.

KEY MATERIALS

Use the bibliography sections on Leadership & Civic Engagement to supplement the activities and find other key materials such as Governor Pat Brown's bio that may be useful to this unit.

TOPICS

Understanding the Film & Leadership (pgs.3-6)

Civic Engagement (pgs.7-13)

Vision & Optimism (pgs.14-16)

Smart Goal Setting (pgs.17-22)

Active Listening (pgs.23-31)

Consensus Building & Decision Making (pgs.32-42)

Moral Compass (pgs.43-52)

See next page for full list of activities list

LEADERSHIP & CIVIC ENGAGEMENT UNIT



ACTIVITIES

Mix and match activities with easy to use handouts.

UNDERSTANDING THE FILM & LEADERSHIP

Pre-screening Discussion Instructions (pgs.3-4)

Leadership in the Film Questions (pg.5)

Leadership Qualities in Short Video Activity (pg.6)

CIVIC ENGAGEMENT

Civic Engagement Questions Activity (pg.7)

Civic Engagement Get Involved in Democracy Instructions (pg.8)

Get Involved in Democracy Jeopardy Game (pg.9)

Get Involved in Democracy Activity (pg.10)

Civic Engagement Definitions Handout (pgs.11-12)

Solving Community Challenges Activity (pgs.13)

VISION & OPTIMISM

Vision & Optimism Warm-Up Instructions (pgs.14-15)

My Optimistic Vision Activity (pgs.16)

SMART GOAL SETTING

Paper Airplane Launch & Goal Setting Instructions (pgs.17-18)

Turning Your Goals into SMART Goals Instructions (pgs.19-20)

SMART Goal Setting Example Handout (pg.21)

SMART Goal Setting: Bring Your Vision to Life Field Challenge (pg.22)

ACTIVE LISTENING

Active Listening Prompts Instructions (pg.23-25)

Active Listening Prompts (pg.26)

Active Listening Is/Isn't Handout (pg.27)

4WH Inquiry Instructions (pg.28-29)

4WH Inquiry Handout (pg.30)

Active Listening & Inquiry: Community Interviews Field Challenge (pg.31)

CONSENSUS BUILDING & DECISION MAKING

Decision Making Styles Instructions (pg.32-33)

Decision Making Graph Handout (pg.34)

Intro to Decision Making Skit Instructions (pg.35-36)

Decision Making Skits (pg.37-40)

Consensus Building & Decision Making Field Challenge Instructions (pg.41)

Consensus Building & Decision Making Field Challenge (pg.42)

MORAL COMPASS

Moral Compass Warm-Up Discussion Instructions (pg.43-44)

Moral Compass Values Survey (pg.45)

Community Grant Making Challenge Instructions (pg.46-47)

Community Grant Making Challenge Activity (pg.48-51)

Moral Compass: From Values to Action Field Challenge (pg.52)



TEACHER INSTRUCTIONS

Leadership Intro

Pre-Screening Discussion

"Seeing the world through the lens of Pat Brown is very valuable. And we might learn something that might give us some ideas of how do we deal with the kind of world that we now confront."

- Jerry Brown, Governor



ACTIVITY TIME: 45 minutes

Outcomes

- To introduce the topic of leadership and elicit students' ideas on effective leadership qualities
- For students to understand that youth can be, and are, powerful and effective leaders
- To introduce the film and Pat Brown in a way that is relevant to the students' roles as the next generation of young leaders who will shape their communities, their cities and their state
- For students to engage in a kinesthetic discussion format, build relationships with their peers and practice their public speaking and facilitation in front of the group

Materials

- ✓ *Film Summary* (KEY MATERIALS pg.2) - 1 copy per student
- ✓ *Leadership in the Film Questions* (pg.5) - 1 copy per student
- ✓ *Leadership Qualities in Short Video Activity* (pg.6) - 1 copy per student
- ✓ Paper and pencil for each student
- ✓ 5 half sheets of blank poster paper or a blank white board to record students answers to prompts
- ✓ 5 Markers to record on half sheets of poster paper

and create

- ✓ Create a visual for quote: "Seeing the world through the lens of Pat Brown is very valuable. And we might learn something that might give us some ideas of how do we deal with the kind of world that we now confront." – Jerry Brown.
- ✓ Create writing prompts: write 1 question per paper and post these 5 questions around the room.
 - What makes someone a leader?
 - What qualities do effective leaders have? (Qualities are inherent or distinguishing characteristics. Ex. self-confident, inspiring, hard-working, compassionate)
 - Who are leaders in your life? At your school?
 - Why do youth make some of the most powerful leaders in our society?
 - What role do leaders play in shaping our communities and our society at large?

Set Up

- Semi-circle for peer-to-peer student discussions and interaction.
- Tape 5 half sheets of blank poster paper in front of room.
- Tape 5 Writing Prompts around room so students can walk from one prompt to the next around the room
- Tape up the visual with Jerry Brown's quote so the content is hidden and can be unveiled during the activity.

Prior to Activity

- Watch the documentary *California State of Mind* and the 6 minute *Leadership Then & Now* video

STEPS

WRITING PROMPTS (13 minutes)

- Introduce the topic of leadership and the upcoming lessons
- Count off the students in 5s so there are 5 distinct groups.
- Ask each group to stand in front of one of the 5 prompts that are posted around the room
- Give them 2 minutes to write their answers to the prompts.
- Call time after 2 minutes and have students rotate to the next prompt.
- Tell them to challenge themselves to write for the full 2 minutes.

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TEACHER INSTRUCTIONS

Leadership Intro

Pre-Screening Discussion

"Pat Brown had something ... and that was the business of making a decision that didn't have the focus group backing it. That didn't have the polling already there, but the business of making a decision because it was the absolute right thing to do."

- Willie Brown, Mayor



STEPS

continued

CONCENTRIC CIRCLE PAIR & SHARE (10 minutes)

- After the groups have rotated through all 5 prompts, split the class into two groups of equal size and have them form concentric circles. Have students in the inner and outer circles face each other such that pairs are formed.
- Give each student 1 minute to share their answer to the first prompt with their partner.
- After each student has shared, have the inner circle take one step to their left so they are facing a new partner.
- Have new partners share their answers to the next prompt.
- Rotate through all 5 prompts so students speak to 5 different people.

FULL-GROUP SHARE (10 minutes)

- Students face the whiteboard or poster paper taped to the wall.
- Collect the Writing Prompts and tape them above the half sheets of poster paper so students can write comments underneath.
- Ask 5 student volunteers to come up and facilitate a discussion about the 5 prompts.
- Student facilitators should elicit answers/comments to each prompt from their peers and the educator should record several of their comments on the blank poster paper under the corresponding prompt. Make sure the group recognizes the 5 volunteer facilitators for stepping up to facilitate.
- Keep posters with their comments up so you can refer to them later on.

TRANSITION & INTRO TO FILM (3 minutes)

- Thank the students for their participation in the warm-up discussion and acknowledge their answers to prompt #4.
- Use answers to prompt #5 to lead into the film overview.
- Pass out the *Film Summary* handout and have the students read it. Then have one student volunteer teach back to the group what the film is about in their words.

CHECK OUT QUESTION (5 minutes)

- Tell students: *Before you watch the film, you are going to answer one final question. The name of this leadership component is "My California Now." Why do you think that it's called that?*
- Take some answers and then summarize: *Because you are the next generation of leaders in California, you will be in positions of leadership in your families, communities, schools, businesses, non-profits and our government and you will be the ones shaping the future of California.*
- Ask students: *What is one thing you want to bring about in California in the future?* (Ex. I want to make sure higher education is accessible to all qualified students no matter their level of income.)
- Have each student share their answer.

CLOSING (3 minutes)

- Tell students: In order for you to be successful leaders it is helpful to understand how California has been shaped by leaders in the past and the qualities they possessed that made them effective.
- Unveil the quote: "Seeing the world through the lens of Pat Brown is very valuable. And we might learn something that might give us some ideas of how do we deal with the kind of world that we now confront." – Jerry Brown. Ask the students how studying past leaders can be valuable.
- Tell students: In the upcoming lessons you will get to learn about the leadership qualities that made Governor Pat Brown so successful and you will also be trained on certain skills to make all of you more effective youth leaders now and in your future.

Next have students work on these two handouts: *Leadership in the Film Questions* during or after watching the film, *Leadership Qualities in Short Video Activity* during or after watching the short video.



INSTRUCTIONS

During or after the 56 or 86 minute version of the film answer the following questions about leadership.

VISION & OPTIMISM

1. What does Governor Arnold Schwarzenegger say that Gov. Pat Brown did and ... "is what leadership is all about"?
2. What major systems did Gov. Pat Brown have the vision to build to prepare for California's growth?
3. What was the process that Gov. Pat Brown used to get the water system built in California?
4. What were two examples in the film of Gov. Pat Brown's optimism?
5. Gov. Pat Brown is described as having the ability to keep his momentum going even after huge setbacks. What was an example of this?
6. What does Gov. Pat Brown do after the Watts Riots to learn more about what has happened?
7. What does Gov. Jerry Brown accuse his father's administration of not having the vision to see?

DECISION MAKING & CONSENSUS

1. What position in sports is used to describe Gov. Pat Brown?
2. How does Willie Brown describe the type of decisions that Gov. Pat Brown had to make?
3. How did Gov. Pat Brown get others to agree to vote for the water bill? How many votes did it pass by?
4. What were some of the hardest decisions that Gov. Pat Brown had to make in the film?
5. What other people did Gov. Pat Brown reach out to when he had to make decisions?
6. What major decision did Gov. Pat Brown have the authority to make all by himself? Why did the public view him as indecisive after making that decision?

MORAL COMPASS

1. What issue was so close to Gov. Pat Brown's heart that he decided to tackle first when he became governor? And why was it close to his heart?
2. What issues did Gov. Pat Brown work the hardest to solve while he was governor?
3. Why did Gov. Pat Brown put all his weight behind the Fair Housing Bill?
4. What does Gov. Pat Brown's daughter say she learned about life from her father?



ACTIVITY

Leadership Qualities in Short Video

"We all represent, everybody, we represent independence, democrats and republicans. You know, the idea of what is this, is this a democratic idea or a republican idea? I mean, how can you ask that question when you talk about the environment? You know. I mean, don't we all breathe the same air"

- **Arnold Schwarzenegger, Governor**



INSTRUCTIONS

During the short video *Leadership Then & Now* look for the three main qualities of leadership that Governor Pat Brown exemplified. Write down your answers.

QUALITY #1: _____

What are examples of how Gov. Pat Brown exemplified this leadership quality?

QUALITY #2: _____

What are examples of how Gov. Pat Brown exemplified this leadership quality?

QUALITY #3: _____

What are examples of how Gov. Pat Brown exemplified this leadership quality?

GET STARTED

Discussion & Writing Questions

- What is a citizen? What are the rights of a citizen? What are the responsibilities as a citizen?
- What rights do non-citizens in the US have and not have? How does someone become a citizen in the US?
- What is your definition of democracy?
- What does civic engagement mean?
- Besides voting, what are some of the ways that people can participate in the political process? List as many as you can think of.

Think about while watching the film:

- What examples do you see of citizens exercising their rights and responsibilities in the film *California State of Mind*?

BACKGROUND

Civic engagement means using political and non-political strategies to make things better in your community and country. If you are civically minded you consider the needs, rights and responsibilities of yourself and others to make informed moral and civic judgments, take action and participate. US citizens and residents have both rights and duties as members of our society. There are numerous ways to participate in our communities, and in the political process. Pat Brown thought it is especially important to inspire and prepare young people so that in the future they can, in his words, "truly enhance the lives of other people ... make a contribution" and "a difference."

GO FURTHER

Research & Writing Questions

- What examples did you see of citizens exercising their rights and duties in the film *California State of Mind*?
- What rights are important to you? List your top five.
- What are some ways you, your friends, or your family have participated in the political process of your school, community, state, or national government?
- Do you think it's important to be involved in politics and your government, why or why not?
- What are ways that ordinary people can get involved in the political process?
- What differences are there between electoral participation, civic participation and political voice? If you don't know, try guessing.
- Which political issues do you care about most?
- How will youth leadership shape the future of California?
- What qualities and skills will the next generation of leaders need to reshape California?
- Why is studying past leaders and California's history important for future leaders?
- What barriers keep people from getting involved in democracy?
- What is one way you will get involved in democracy this year?

ACTIVITY TIME: 20 minutes

Outcomes

- Learn about democracy and the myriad ways they can get involved

Materials

- ✓ *Get Involved in Democracy Jeopardy Game* (pg. 9)
- ✓ *Get Involved in Democracy Activity* (pg.10) - 1 copy per student
- ✓ *Civic Engagement Definitions Handout* (pgs.11-12) - 1 copy per student

INSTRUCTIONS

- There are several options to get your students thinking about ways to get involved in democracy.
 - Option A: Use the Democracy Jeopardy Game on the website.
 - Option B: Use the chart of Key Civic Engagement concepts (pg.10) and the corresponding Civic Engagement Definitions (pgs.11-12). Ask the students to discuss all the definitions they know with a partner, guess the ones they are not sure of and then refer to the definitions on pages 11-12 to fill out the ones they don't know.
 - Option C: Create your own activity with these resources.



GET INVOLVED IN DEMOCRACY JEOPARDY GAME

Directions

- Visit <http://mycalifornianow.com/interactive-learning.html>
- Play online or download the Get Involved Democracy Jeopardy Game on a computer with Microsoft Power Point installed. (A note to players who download the game: open the file to launch the game and enter Power Point's presentation mode to access all of the game's features).
- Click on an amount on the main screen and you will be taken to the corresponding question.
- Choose your answer and click to see if you got it right.
- Don't forget to keep track of the amount you win for each correct answer.
- Click the Final Jeopardy button on the main screen after answering all other questions.

For a quick and fun Trivia Game: Visit <http://mycalifornianow.com/interactive-learning.html>

ACTIVITY
Civic Engagement
 Get Involved in Democracy

"The commitment to ... California ... did not leave him when he left office. My father loved to be with people and he wanted to solve problems."
 - Kathleen Brown, California State Treasurer



INSTRUCTIONS

1. Look at the chart below and check off any forms of participation with which you are familiar.
2. Talk to your partner about ones you don't know.
3. Discuss whether you or anyone you know has been involved in any of these activities.
4. Find the definitions you don't know by referring to the list of Civic Engagement Definitions (pgs.11-12).
5. Discuss with your partner which of these activities you might do now or in the future.

GET INVOLVED IN DEMOCRACY CHART

ELECTORAL PARTICIPATION	✓	CIVIC PARTICIPATION	✓	POLITICAL VOICE	✓
Voting		Volunteering for a Non-Electoral Organization		Contacting Officials	
Get Out the Vote Activities		Active Membership in a Group or Association		Contacting the Media	
Displaying Buttons, Signs, Stickers		Starting a Non-Profit Organization		Protesting	
Becoming a Citizen		Community Service		Starting or Joining a Movement	
Campaign Contributions		Donating Your Own Money		Youth Legislative Advisory Council	
Working or Volunteering for a Campaign		Fund-Raising for Charity		Using Social Media	
Run for Office (State, City, Federal, Student Government)		Serving on a Jury		Citizen Journalist	
Referendum		Serving in the Military		Boycotting	
Initiative		Become a Public Servant		Lobbying	
Recall		Neighborhood Watch		Canvassing	
Joining a Political Party		Private Business Philanthropy		Civil Disobedience	
Representative Democracy		Neighborhood Council		Attending a Town Hall Meeting	

CIVIC ENGAGEMENT DEFINITIONS

Electoral Participation

Voting – The act of officially expressing your preference regarding a political decision, often via secret ballot. In the United States, citizens over the age of 18 are eligible to take part in this activity.

Get Out the Vote Activities – reminding others of their right to vote and encouraging them to get involved in electoral politics.

Displaying Buttons, Signs, Stickers – expressing your support for a political or social cause via printed media that you wear or display on your property.

Becoming a Citizen – the process of becoming a legally recognized subject of a nation. US citizens over the age of 18 gain the right to vote and run for federal office and are required to serve on juries and defend the country when called. US citizens are also protected by the constitution which guarantees them a number of rights including right to a fair trial.

Campaign Contributions – money contributed towards a political campaign. This money is often used to create media, such as television ads, which promote the candidate or policy the campaign advocates.

Working or Volunteering for a Campaign – working to support a candidate or political organization.

Run for Office – to seek election to political office. Candidates can do this on state, city or federal levels, or in civic society, as in the case of school government.

Referendum – any measure proposed by a legislative body and then put to the vote of the electorate to either accept or reject. This could result in a variety of outcomes including a constitutional amendment, a change in law or policy, or the recall of an elected official.

Initiative – any measure whose adoption is determined by popular vote. Any citizen or organization may gather a predetermined number of signatures to qualify a measure for inclusion on the ballot.

Recall - The referendum process by which an elected official is removed from office by popular vote. For example, city council officials may be removed if constituents feel that you are not fulfilling the duties of their post.

Joining a Political Party – becoming a member of an organization with the aim of gaining political power.

Representative Democracy – a system of government in which representatives are elected to make decisions on behalf of their constituents.

Volunteering for a Non-Electoral Organization – donating your time in support of an organization that operates in the civic, as opposed to political, realm.

Active Membership in a Group or Association – being involved in an organization or group engaged in civic life. Examples might include a church, a neighborhood council or a community arts group.

Starting a Non-Profit Organization – starting a charitable organization that seeks to affect change without involvement in electoral politics. The American Red Cross, an organization that provides disaster relief, is an example of this.

Community Service – volunteering your time to improve quality of life in the community. Picking up trash in the park, volunteering in a soup kitchen or volunteering at the local library are all examples.

Donating Your Own Money – contributing your own funds to support a cause you believe in.

Fund-Raising for Charity – encouraging others to contribute money which will be used to support a civic cause. Popular examples include run or walk-a-thons, the proceeds of which are donated.

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DEFINITIONS*continued*

Serving on a Jury – a civic duty which requires citizens to participate in the judicial process. Citizens may be called to serve on county, state or national levels a maximum of once every two years.

Serving in the Military – working as part of the armed forces, either for the short term or professionally. In the US, participation is not mandatory except during a draft.

Become a Public Servant – Politicians, police, firefighters and teachers are all examples of those who serve the public through their jobs.

Neighborhood Watch – a community level surveillance group in which residents keep watch over one another's houses and patrol the streets in an attempt to prevent crime.

Private Business Philanthropy – when businesses contribute funds to civic causes. Businesses may start their own charities or contribute to other organizations devoted to social welfare. For example, Bill Gates, the founder of Microsoft started the Bill and Melinda Gates Foundation, a charity focused on improving global health.

Neighborhood Council – an organization or group that meets to discuss the issues facing a particular neighborhood. All who live in the neighborhood are invited to join and have their voices heard.

Contacting Officials – making your voice heard by those in power. Calling, writing and signing a petition addressed to local, state or federal representative are all examples.

Contacting the Media – Expressing your concerns or making your opinion known to members of the media.

Protesting - Publicly demonstrating objection to a policy adopted by those in authority. This can take many forms including the written and spoken word, strikes, boycotts, marches or rallies to name a few.

Starting or Joining a Movement – starting or participating in an organized effort to promote or attain a political or social goal.

Youth Legislative Advisory Council – a Council on the state level dedicated to advising the legislature on issues related to youth. Youth are often invited to give testimony at public forums.

Using Social Media – using new technology that allows individuals to share information among their contacts without having to rely on traditional media outlets. Many believe this represents a democratization of media.

Citizen Journalist – non-professional media makers who nonetheless use media, either printed or otherwise to communicate their ideas with an audience.

Boycotting – to refuse commercial or social interaction with a group or individual as an act of protest. A famous example of this occurred when African Americans in Montgomery, Alabama stopped using the bus to protest their racist policies.

Lobbying – attempting to influence a public official or person running for political office to back your cause. This often includes contributing campaign funds, arranging fundraisers, or assembling Political Action Committees for the candidate you hope to influence.

Canvassing – to solicit votes from the electorate in a particular district. Campaigners will often go from neighborhood to neighborhood doing this, knocking on doors.

Civil Disobedience – the active, professed refusal to obey certain laws, demands, and commands of a government, or of an occupying international power. Commonly, though not always, nonviolent.

Attending a Town Hall Meeting – attending a meeting held by a legislator in her or his constituency.

ACTIVITY

Civic Engagement

Solving Community Challenges

"Pat Brown built eleven universities or state colleges.... He built a state water project without which Southern California could not survive. Someone with less vision and less drive and less optimism would not have moved the ball down the court as far as he did."

- Gray Davis, Governor



INSTRUCTIONS

1. Review the eight community challenges below. In pairs or small groups pick one to solve.
2. Use the Get Involved in Democracy Chart (pg. 10) to make a list of all the things community members can do to improve their community. See how many strategies you can from incorporate from the list .
3. Describe the steps you would take, and who you would involve.
4. Come up with a plan that you think would be most successful.

COMMUNITY CHALLENGES

HEALTH CARE: There is no public health care in your community. If you want it you have to pay for it yourself. You want there to be affordable health care in your community for people who can't afford it.

COMMUNITY SAFETY: Your neighborhood is not safe to live in. There is a lot of crime, and people are afraid. You want to make it safe for all the residents.

EDUCATION: You have terrible schools in your neighborhood. Nobody can learn, nobody wants to teach in your community, and you have no money for books or computers. You want your community to have great schools for students young and old.

HOUSING: There is no affordable, safe or nice housing in your community. People do not have the opportunity to live elsewhere because of discrimination. You want great housing in your neighborhood. You want people to be able to live in other neighborhoods too if they want to.

TRANSPORTATION: There is no public transportation system in your community. This includes buses, trains or any other form of transportation. People need transportation to get to work, appointments and social activities. You want affordable, reliable transportation in your community.

ACCESSIBILITY: There is no accessibility for people with physical disabilities in your community. People with disabilities can't get around the sidewalks, use the public transportation or get into any buildings in your community. You want your community to be accessible.

ARTS & RECREATION: There are no youth centers, parks, football, soccer, baseball or basketball courts, camps, arts programs, theater or music concerts in your community. You think kids and all community members need these to have a better quality of life.

ENVIRONMENT: There is pollution and garbage in your community. It is not healthy to live there. The air is bad, and there's lots of trash everywhere. You want to clean it up.



ACTIVITY TIME: 45 minutes

Outcomes

- Clarify the leadership qualities of vision and optimism
- Connect these qualities back to Gov. Pat Brown and share examples of how he exemplified these qualities
- Share ideas about why these qualities are valuable for a leader to possess
- Have students practice being optimistic visionaries for their communities
- Identify the hands-on skills needed to be an effective, visionary, and optimistic leader
- Apply the skills of inquiry and active listening to gather information, that students then use to inform their visions so that they reflect the needs of their communities

Materials

- ✓ *My Optimistic Vision Activity* (pg. 16) - 1 copy per student

and create

- ✓ 1 visual of quote: *"Pat Brown built eleven universities or state colleges; he built the state water project, without which southern California could not survive. Someone with less vision and less drive and with less optimism would not have moved the ball down the court as much as he did."* – Gov. Gray Davis
- ✓ 1 visual of quote: *"We can't plan for next year or five years, or ten years, we have to plan for the year of 2000."* - Gov. Pat Brown in 1959
- ✓ 2 visuals with the definition of Vision & Optimism on them:
 - *Vision* is the ability to anticipate future developments that may or will come to be.
 - *Optimism* is the tendency to look on the more favorable side of events or conditions and to expect the most favorable outcome.

Set Up

- Semi-circle for for peer-to-peer student discussions and interaction.
- Tape up the visuals so their content is hidden and can be unveiled during the activity

Prior to Activity

- Watch the documentary *California State of Mind* and the 6 minute *Leadership Then & Now* video
- Recommended: complete the *Pre-Screening Discussion* on leadership.

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STEPS

continued

INTRODUCTION (10 minutes)

- Unveil visual with definition of *vision* and ask a student to read it to the group. Ask the group if they have any questions about the definition or would add anything to it.
- Unveil visual with definition of *optimism* and ask a student to read it to the group. Ask the group if you have any questions about the definition or would add anything to it.
- Unveil the quote: *“Pat Brown built eleven universities or state colleges; he built the state water project, without which southern California could not survive. Someone with less vision and less drive and with less optimism would not have moved the ball down the court as much as he did.” – Gov. Gray Davis*
- Ask the students why you think vision enabled Gov. Pat Brown to achieve those things.
- Elicit answers like: he saw the population of California skyrocketing, the need for an educated population regardless of socioeconomic status, and the need for infrastructure and water to feed a growing population.
- Unveil the quote from Gov. Pat Brown in 1959: *“We can’t plan for next year, or five years, or ten years, we have to plan for the year of 2000.”* Ask the students how this quote relates to vision.
- Refer back to the Gray Davis’s quote visual. Ask the students how Pat Brown’s optimism contributed to his ability to accomplish those things? Elicit answers about leaders needing to truly believe that their vision will come to fruition and that the world can be a better place. For a higher-level connection, you can ask students how optimism might have contributed to Pat Brown taking so many risks in his life.

MY OPTIMISTIC VISION - WARM UP ACTIVITY (12 minutes)

- Pass out *My Optimistic Vision Activity*
- Tell students: *Be visionary optimistic leaders and think about what your community will be like 10 years from now and how you can turn potential challenges into opportunities. For example think about what Pat Brown did with the Master Plan and building the university system.*
- Walk through the activity to clarify instructions and examples.
- Give them 10 minutes to fill out their worksheet. It may be challenging for some students to think of how to turn a challenge into an opportunity, so be prepared to help individual students through this process.

DEBRIEF (5 minutes)

- Have the students pair and share their answers, or share with the entire class depending on your students’ abilities to speak in front of a larger group.
- Use this activity as a foundation for the upcoming skill-building activities around SMART goal creating and listening and inquiry.



ACTIVITY
Vision & Optimism
My Optimistic Vision

"The first thing he would always say is, 'What's the right thing to do?' You can figure out how you're gonna wrap it up or how you're gonna, advance it or how you can get support– he said just start with what feels right and what your gut tells you."

- Kathleen Brown, California State Treasurer



INSTRUCTIONS

What is your optimistic vision for your ideal community? *(Remember to be optimistic.)*

Example: *I believe youth should be more involved in building our communities.*

My Vision:

What is one change that you think will occur in your community over the next 10 years?

Example: *There will be 5 times more kids ages 5-15 living in my community.*

What challenges will your community face because of this change?

Example: *The one small community center won't be big enough for all of the new kids to use after-school or on the weekends.*

What goal do you have to turn this potential challenge into an opportunity to bring your vision to life?

Example: *My goal is to build a new community center that will engage all these new kids in community service so you will have a positive place to go after school and make our community a better place. This will help bring my vision to life.*



ACTIVITY TIME: 35 minutes

Outcomes:

- Students unpack the skills needed to bring their visions to life
- Students gain experience and reflect on the impact that setting goals has on their actions

Materials

- ✓ 4 stacks of scratch paper for the students to make paper airplanes (should be about 30 pieces of paper in each stack depending on how many students you have)
- ✓ Blank poster paper or whiteboard and markers

and create

- ✓ 1 visual with the quote: "Vision without action is a dream. Action without vision is simply passing the time. Action with vision is making a positive difference." - Joel Barker (author, filmmaker, and futurist)

Set Up

- Semi-circle for peer-to-peer student discussions and interaction.
- Tape up blank poster paper so it is ready to record students' airplane launching goals
- Arrange four stacks of scratch paper (about 30 pieces in each) about 3 feet apart from each other

Prior to Activity

- Watch the documentary *California State of Mind* and the 6 minute *Leadership Then & Now* video
- Complete the *My Optimistic Vision Activity*
- Recommended: complete the *Pre-Screening Discussion* on leadership.

STEPS

INTRODUCTION (10 minutes)

- Unveil the visual with the quote: "Vision without action is a dream. Action without vision is simply passing the time. Action with vision is making a positive difference." - Joel Barker. Ask students for their interpretations of this quote and how it relates to Gov. Pat Brown.
- Remind students: *In the previous exercise we discussed the leadership qualities of Vision and Optimism.*
- Tell students: *In this activity we are going to break down a skill that you can use to start to bring your optimistic visions to life. What's the difference between a leadership skill and a leadership quality?* Ask students for examples of the following definitions:
 - Quality - a personality or character trait (ex. visionary or optimistic)
 - Skill - the ability, coming from one's knowledge or practice, to do something well (ex. public speaking)
- Tell students: *You are going to learn a skill that will contribute to your being an effective, visionary leader and that skill is SMART goal setting.*

continued on next page





STEPS

continued

Note: The instructions for the first round of airplane flying are designed to be vague. The order of this activity is intended to have the students fly the paper airplanes during the first round without any plan or goal and thus do so a bit aimlessly (that's okay). After the first round, you will identify a goal and plan for the second round of flying. This sequence is designed so that they get to experience the impact a goal can have on a team's actions.

PAPER AIRPLANE ACTIVITY PART 1 (5 minutes)

- Break students up into 4 even groups.
- Ask each group to huddle around the prearranged stacks of scratch paper.
- Tell groups: *You will have 3 minutes to make paper airplanes and launch them across the room.*
- Don't give any further instructions or answer any questions, just time participants and observe process. Tell students: *You have 3 minutes starting now - ready, set, go!*

DEBRIEF (5 minutes)

- Once participants have launched the initial round of paper airplanes. Ask the following questions and keep the engagement and energy up (remix with your own questions based on what you observe of the teams):
 - How many airplanes did your team launch?
 - What was the goal for how many airplanes you wanted to launch?
 - What was the goal for how far your team would launch each airplane?
 - What was the strategy for your team?
 - Did you work together as a team in this exercise?
 - How would you change your strategy if you had time to plan?

PAPER AIRPLANE ACTIVITY PART 2 (12 minutes)

- Tell students *You will have a chance to try this one more time! You have 3 minutes to set a goal as a team for how far you would like to launch their airplanes and how many airplanes you would like to launch. For example, you could say you want to launch 10 airplanes 15 feet in 3 minutes. You can't launch any planes during this strategy session, and you have to share your goal with me before you start launching their planes. Please take 2 minutes to come up with your team goal.*
- Have teams share their goals with you. Record team goals on butcher paper.
- Give students 3 minutes to develop an action-plan for how they will make and launch their airplanes to try and reach their stated goal.
- Call time when the 3 minutes of planning time is up. Make sure each team has a clean stack of scratch paper in front of them and tell them... *"ready set go!"* Give them 3 minutes to launch their planes again.

DEBRIEF (5 minutes)

- Once participants have launched the second round of paper airplanes. Ask the following questions:
 - How did this launch differ from the previous launch?
 - Did goal setting impact the process? Did it impact your teamwork?
 - What are the benefits of goal setting?
 - Do you believe that developing a team action plan changed the process?
 - How can goal setting help you be more successful in everyday life?

CLOSING (10 minutes)

- Thank everyone for participating.
- Have them pick up the paper airplanes and recycle or give back to you for scratch paper.



ACTIVITY TIME: 30 minutes

Outcomes

- Students practice the skill of SMART goal setting and apply it to their visions for their community

Materials

- ✓ *SMART Goal Example* (pg.21) - 1 copy per student
- ✓ *Smart Goal Setting Field Challenge* (pg.22) - 1 copy per student

and create

- ✓ 1 visual with the quote: "Pat Brown had a vision, he had a plan. He knew the more you invest in your future, it's like a business, the more you can benefit." - Arnold Schwarzenegger

Set Up

- Semi-circle for for peer-to-peer student discussions and interaction.
- Tape up the visuals so their content is hidden and can be unveiled during the activity

Prior to Activity

- Watch the documentary *California State of Mind* and the 6 minute *Leadership Then & Now* video
- Complete the *My Optimistic Vision Activity*
- Recommended: complete the *Pre-Screening Discussion* on leadership.

STEPS

INTRODUCTION (5 minutes)

- Ask students: *What's a goal?*
- Explain: *A goal is the purpose toward which an endeavor or activity is directed; it's a step to bring your vision to life. (For example my vision was that young people should be a part of building our communities and one of my goals to bring that vision to life was to build a new community center.)*
- Share some of Gov. Pat Brown's goals while he was governor.
- Ask students: *Why do you think people set goals?*
- Explain: *To create a plan, to track progress, for motivation, to stay organized, or to be more successful.*

SMART GOAL SETTING ACTIVITY (10 minutes)

Pass out *SMART Goals Example*

- Ask students: *We're now going to practice setting goals. How many of you know what a SMART goal is?*
- Explain: *SMART is actually an acronym to remind us what a goal should be.*
 - **S stands for Specific** - What specific goal did you have for your second airplane launch? We wanted to fly 10 planes across the 15 ft. mark.
 - **M stands for Measurable** - How did you make the goal of the second airplane launch measurable? You determined the number of airplanes you wanted to launch and decided on the distance.
 - **A stands for Action-Oriented** - What did you do when it came time for the airplane launch? You didn't just stand there staring at your paper: when I said go, you actually took action and had an action plan.
 - **R stands for Realistic** - How many planes did you plan to launch? You didn't plan to launch 1,000 airplanes within the 3 minutes you were given because you took into account the time and the resources you were given.
 - **T stands for Timed** - There was a start and an end point for reaching your goal. You had 3 minutes.

continued on next page



STEPS

continued

DEBRIEF (5 minutes)

- Tell students: *Look at the example on the back of how we created a SMART goal to bring our optimistic vision we had for our community to life.* Review example with students.
- Unveil the visual with the quote: “Pat Brown had a vision, HE HAD A PLAN. He knew the more you invest in your future, it’s like a business, the more you can benefit.” - Arnold Schwarzenegger.
- Ask one student to read the quote to the class.
- Ask student to share how they think this quote relates to SMART goal setting. (Ex. Pat Brown had visionary ideas, but he also had plans for how he was going to bring those visions to life.)

INTRODUCE FIELD CHALLENGE (5 minutes)

- Pass out *SMART Goal Setting Field Challenge*
- Tell students : *I am challenging you to practice your SMART goal setting to bring your optimistic visions to life.*
- Ask them to identify one mentor in their community, school, family, etc. that they admire for reaching their goals.
- Have students set up a time to meet with the mentor they have identified. Instruct the student to use this time to share the optimistic vision for their community that they came up with during this activity with their mentor as well as their first goal for bringing their vision to life. Then have them work with their mentor to turn the goal into a SMART goal by using the *SMART Goal Setting Field Challenge*.

**SMART GOAL EXAMPLE***Design a SMART goal to bring your vision to life!***MY OPTIMISTIC VISION**

I believe that youth should be more involved in building our communities.

Specific (What is the specific goal you have to bring your vision to life? This should be based on the goal from your optimistic vision handout, but even more specific.)	To build a new community center that will serve 500 students at one time, provide creative, relevant services and activities to engage students in learning and leadership in their community.
Measurable (How will you know that you have reached this goal?)	I will know that I have reached this goal when the community center is built and at least 300 students are using the center every day.
Action-Oriented (What action steps do you need to take in order to reach this goal?)	<ol style="list-style-type: none"> 1. Interview adult community members to see what they would want from this community center and get their support. 2. Look at other successful community centers to see what they did. 3. Get politicians and business leaders to help raise money for the center. 4. Find a location for the center to be built. 5. Talk to youth about what activities they would be interested participating in at the center. 6. Raise awareness about the opening of the center. 7. Plan a grand-opening event.
Realistic (Is this goal realistic to reach?)	Yes, with the help of many others in my community and a lot of optimism and drive.
Timed (What is your deadline to reach this goal?)	I will complete my action steps by year 2015.



SMART GOAL SETTING FIELD CHALLENGE

Design a SMART goal to bring your vision to life!

YOUR OPTIMISTIC VISION:

Specific (What is the specific goal you have to bring your vision to life? This should be based on the goal from your optimistic vision handout, but even more specific.)

Measurable (How will you know that you have reached this goal?)

Action-Oriented (What action steps do you need to take in order to reach this goal?)

Realistic (Is this goal realistic to reach?)

Timed (What is your deadline to reach this goal?)



TEACHER INSTRUCTIONS

Active Listening & Inquiry

Active Listening Prompts

"I'd like to have them say that he was a compassionate governor ... I'd rather have them say that than anything."

- Pat Brown, Governor



ACTIVITY TIME: 32 minutes

Outcomes

- Students learn to unpack the skills needed to formulate the goals and visions that are inclusive and reflect the needs of their communities
- Students practice the skill of active listening and experience the benefits of effectively using this skill
- Students get to know each other better and build relationships

Materials

- ✓ *Listening Prompts* (need to cut out in individual strips) (pg.26) - 2 copies
- ✓ *Active Listening Is/Isn't Handout* (pg.27) - 1 copy per student

and create

- ✓ 1 visual with the quote: "At a time when this state was poised for greatness he understood what needed to be done and he had this wonderful inclusive vision." - Tom Brokaw
- ✓ A sign that reads "A" and a sign that reads "B"

Set Up

- Tape up the visuals so their content is hidden and can be unveiled during the activity.
- Arrange two equal rows of chairs with one foot between the two rows (enough to accommodate all of your students). For example if you have 18 students, there should be two adjacent rows of 9 chairs.
- Place the "A" sign on the wall above one row of chairs and the "B" sign above the other row of chairs to identify which row is "A" and which row is "B".

Prior to Activity

- Watch the documentary *California State of Mind* and the 6 minute *Leadership Then & Now* video
- Complete the *My Optimistic Vision Activity*
- Recommended: complete the *Pre-Screening Discussion* on leadership.

STEPS

INTRODUCTION (5 minutes)

- Unveil visual with the quote: "At a time when this state was poised for greatness he understood what needed to be done and he had this wonderful inclusive vision." - Tom Brokaw
- Ask a student to stand and read the quote to the class.
- Ask students: *Focus on the word inclusive. What does it mean if your vision is inclusive (as in not excluding any particular group of people)? Why you think it's important for a leader's vision to be inclusive? (Ex. A leader needs the support of the population to reach their goals and bring their vision to life).*
- Ask students: *Think about your vision and your SMART goals. How do you know if the community would support your vision? (You'd need to ask them). And what skills do you need to develop so you can learn as much as possible about your community and whether they would support your vision? (Inquiry and listening).*
- Tell students: *In this activity we are going to talk about two of the most valuable skills needed to be an inclusive leader. These skills are crucial for getting to know others and understanding the needs of your community. The skills you will be trained on are how to ask meaningful questions and how to actively listen to others.*
- Ask students to give you an example of when Gov. Pat Brown went out to listen to others (Ex. after Watts Riots, during his campaigns, etc.)
- Share with the students that one of our country's founding fathers, John Marshall, said "To listen well is as powerful a means of communication and influence as to talk well."
- Tell students: *Stand up if you think that listening is as important as talking when it comes to influencing someone. Think about why or why not? Keep these thoughts in mind as we move into our next activity.*

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STEPS

continued

ACTIVE LISTENING ACTIVITY (20 minutes)

- Tell students: *We're going to start off with an activity that will focus on:*
 - *The experience of being listened to*
 - *The experience of listening*
- Ask the students to sit in two adjacent rows of chairs facing each other – each pair should be about 2 feet apart. One row will be “A” and one row will be “B”. It’s very helpful if there is an “A” and “B” sign above each row to remind the educator.
- Tell students: *One row will be the A's; the other row will be the B's. In 90 second (a minute and a half) intervals, one of you will be speaking while the other will be listening. I will call out assigned topics and say who will be speaking and who will be listening. The speaker is to speak for the entire time on the assigned topic – if you have nothing more to say on that topic please remain quiet until time is called. But challenge yourself to try and speak on that topic for 90 seconds.*
- Tell row B they will be listening first. Ask them to grab the piece of paper from under their chair and read it silently to themselves without letting the speaker see it. Tell the listeners to please do what the paper tells you to do.

Give the following instructions to guide students through this activity.

- When I say go, row A you will talk about someone who is a role model to you. Take a second to think about this topic. Row B you are listening, again please do what the paper tells you.
- Ok. Everybody ready to begin? The 90 seconds start now! After 90 seconds, call time.
- Ok, A's please move one seat to your left. The student sitting at the end of row A will move back around to the front of row A. B's should leave the piece of paper face down under their seats.
- B's you are now the speaker and you will be describing something you used to do as a child that would embarrass you now if your friends found out. A's you are listening. Ask the A's to grab the piece of paper from under their chair and read it to themselves without letting the speaker see it. Tell the listeners to please do what the paper tells them to do.
- Ready? Begin! Stop after 90 seconds.
- B's please move one seat to your left. Please leave the piece of paper you read face down under their chairs. The student sitting at the end of Row B will will move back around to the front of row B.
- A's now you are speaking. Please describe one thing you would change about your school community.
- B's you are listening. Please read the paper on your chair and listen accordingly.
- A's please move one seat to your left.
- B's you are now speaking. Please talk about a meaningful tradition in your culture.
- A's you are listening. Please read the paper on your chair and listen accordingly.
- B's please move one seat to your left.
- A's you are now the speakers. Please talk about something that you've learned about the world from a family member.
- B's you are listening. Please read the paper on your chair and listen accordingly.
- A's move one seat to your left.
- B's you are now speaking. Please describe how you see your life in 10 years.
- A's you are now listening. Please read the paper on your chair and listen accordingly.
- B's move one seat to your left.
- A's you are now speaking. This is the last round. Please describe a scary moment in your life.
- B's you are now listening. Please read the paper on your chair and listen accordingly.

Tell the students that time's up. Ask them to return to their original seats or take their chairs and form a semi-circle so they can see and talk to each other. Thank them for participating.

continued on next page



TEACHER INSTRUCTIONS

Active Listening & Inquiry

Active Listening Prompts

"I think the one thing about Pat that isn't always true of governors is he put himself in the place of the people that were being governed."

- John Knox, CA State Assemblyman



STEPS

continued

DEBRIEF (18 minutes)

To debrief have a group discussion, pair and share, or an individual writing assignment.

- Ask the students to take out their composition notebook or blank paper and ask them to write down 3 things that they remembered hearing from any of their partners during the activity. Tell them they will refer to what they write down later in the debrief.
- Ask the students to reflect on their experience as a *listener* as they answer the following questions:
 - When did you feel that it was easiest to listen to your partner? When was it more difficult?
 - What specific things that you did as a listener seemed to affect the speaker in a negative way?
 - What things did you do that affected the speaker in a positive way?
 - Look back at the things that you wrote down in your composition notebook. What are some reasons you feel those things stuck with you?

Ask the students to reflect on their experience as a *speaker* as they answer the following questions:

- How did the listener's body language affect the way you felt about what you were saying? Be specific.
- Did you ever stop talking before the 90 seconds were up? What topic was hardest for you to talk about? How was the listener acting during the times when you were not able to speak for the entire minute and a half?
- How did it feel not to be listened to? How did it feel to be actively listened to? What are ways that you can show someone that you are actively listening?
- What happens when you don't listen actively to others? How will active listening allow you to be a more inclusive and effective leader?

CLOSING (3 minutes)

- Pass out *Active Listening Is/Isn't Handout*
- Give students two minutes to look over handouts and ask the students to circle one active listening practice they want to work on for the rest of the day at school.



TEACHER INSTRUCTIONS

Active Listening & Inquiry

Active Listening Prompts



Teacher Instructions Cut each listening prompt into separate slips. Randomly place one prompt under each chair in the B row. If you have more than 10 chairs, duplicate prompts. Some students may repeat prompts as they rotate chairs.

Listening Prompt #1

Your job during the next 90 seconds is to listen to the speaker **WITHOUT REACTING IN ANY WAY. DO NOT speak; DO NOT make noise, and DO NOT use any body language** such as nodding your head or wrinkling your forehead. Simply stare at the speaker with full attention. Keep a completely straight face.

Listening Prompt #2

Your job during the next 90 seconds is to listen to the speaker and **GIVE** body language and audible cues that you **ARE LISTENING** such as nodding your head, smiling, raising your eyebrows, and saying “uh huh” or “I see” as they speak.

Listening Prompt #3

Your job during the next 90 seconds is to **GIVE** body language and audible cues that you are **NOT LISTENING** to the speaker such as looking around the room, slouching in your chair, avoiding eye contact with the speaker, folding your arms, and yawning.

Listening Prompt #4

Your job during the next 90 seconds is to **ANSWER** the question given by the facilitator at the same time as the speaker. However, **DON'T** speak over them. Allow them to speak for a second and then interrupt with your answer. Try to speak more than they do and only allow them to get a couple of words in now and then.

Listening Prompt #5

Your job during the next 90 seconds is to listen to the speaker and use body language and audible cues that you **ARE LISTENING** such as nodding your head, smiling, raising your eyebrows, and say “uh huh” or “I see” as they speak. You will listen as actively as you can, **EXCEPT** you will look at your watch (or clock on your phone or on the wall) every 20 seconds.

Listening Prompt #6

Your job during the next 90 seconds is to listen to the speaker and use body language and audible cues that you **ARE LISTENING** such as nodding your head, smiling, raising your eyebrows, and asking follow-up questions to what they are saying. In your follow-up question, try to restate what they said to show them that you understand them.

Listening Prompt #7

Your job during the next 90 seconds is to listen to the speaker and use body language and audible cues that you **ARE LISTENING** such as nodding your head, smiling, raising your eyebrows, and saying “uh huh” or “I see” as they speak. **BUT** before they begin speaking you are to back your chair up 2 feet so you are listening to them from farther away.

Listening Prompt #8

Your job during the next 90 seconds is to listen to the speaker and use body language and audible cues that you **ARE LISTENING** such as nodding your head, smiling, raising your eyebrows, and asking follow-up questions. **EXCEPT**, your follow-up questions will have nothing to do with what the speaker is saying, and they will be all about **LUNCH**. (Ex. Do you know what time lunch is? Do you know the best places to go for lunch around here?) Acknowledge you hear what they are saying but only ask them about lunch.

Listening Prompt #9

Your job during the next 90 seconds is to listen to the speaker and look them in the eyes, **EXCEPT** at the same time the same time, try to remember the events from the time you woke up yesterday to the time you went to bed. Every moment. Everything you did.

Listening Prompt #10

Your job during the next 90 seconds is to listen to the speaker and **GIVE** body language and audible cues that you **ARE LISTENING** such as nodding your head, smiling, raising your eyebrows, and saying “uh huh” or “I see” as they speak



HANDOUT

Active Listening & Inquiry

Listening Is /Listening Isn't

"He knew who the players were. He'd been around for a long, long time and he'd work them over ... get them, give them something. He'd get his program done."

- **Jack Tomlinson, Campaign Manager**



"I had no compunction about even using my enemies in order to accomplish the result."

- **Pat Brown, Governor**

REVIEW

ACTIVE LISTENING IS...

Looks like:

- Sitting up
- Making eye contact with speaker
- Nodding
- Smiling

Sounds like:

- Asking questions
- Paraphrasing what other person is saying

Feels like:

- Ability to restate what the other person said in my own words (paraphrase)
- Feel interested in and curious about what other person is saying

ACTIVE LISTENING ISN'T...

Looks like:

- Slouching in seat
- Making little or no eye contact

Sounds like:

- Interrupting
- Talking a lot more than listening or asking questions
- "Thoughting" overriding speaker's voice

Feels like:

- Inability to paraphrase
- Thinking about what I am going to say next
- Feels like I already know what the person has to say



ACTIVITY TIME: 30 minutes

Outcomes

- Unpack the skills needed have goals and visions that are inclusive and reflect the needs of their communities
- Practice the skill of inquiry and gain an understanding of effective and ineffective questions
- Apply their skills by interviewing at least three people in their community about their community vision

Materials

- ✓ *4WH Questions Handout* (pg.30) - 1 copy per student
- ✓ *Community Interviews Field Challenge* (pg.31) - 1 copy per student

and create

- ✓ 1 Visual with 4WH Questions – Who, What , Where, When, and How written on it
- ✓ 1 visual with quote: “*You can’t shake hands with a closed fist.*” – Indira Ghandi

Set Up:

- Semi-circle for for peer-to-peer student discussions and interaction.
- Tape up the visuals so their content is hidden and can be unveiled during the activity

Prior to Activity

- Watch the documentary *California State of Mind* and the 6 minute *Leadership Then & Now* video
- Complete the *My Optimistic Vision Activity*
- Recommended: complete the *Pre-Screening Discussion* on leadership.

STEPS

INTRODUCTION (5 minutes)

- Ask students to be seated in the semi-circle.
- Unveil the quote by Indira Ghandi: “You cannot shake hands with a closed fist.” Ask the students what this quote means to them. (It’s about relationship building and reaching out to others.)
- Tell students: *Open your right hand and reach out and shake hands with another student. Hold on to that person’s hand tight. Try to pull away. Your connection is strong. Now reach out with a closed fist and touch knuckles. Now pull away as hard as you can. There’s no connection when you reach out with a closed fist.*
- Tell students: *One of the best ways to reach out to others, build relationships, and learn about your community is by asking effective questions and actively listening to what people have to say (like you just practiced). You’ve seen the power of active listening, now let’s take a look at effective inquiry (or question asking).*
- Ask the students what all of these questions have in common: (close-ended)
 - Do you want to go to the movies?
 - Are you hungry?
 - Is it lunchtime yet?
 - Can you lend me \$10?
 - Was the meeting informative?

continued on next page



STEPS

continued

- Ask the students what all of these questions have in common: (open-ended)
 - What are you doing tonight?
 - How do you plan to spend your weekend?
 - When do you expect the community center to be completed?
 - Where did you spend your vacation last summer?
 - Who should attend this meeting?
- Tell students: *These closed-ended questions give limited answers. They are efficient and you get information quickly. They are easy to think of, BUT they shut down an individual's opportunity to expand their response.*
- Pass out *4WH Questions Handout*.
- Instruct students to take 3 minutes to read over the handout.
- To check for understanding, throw out a couple of ineffective questions and ask students to identify what type of question they are, and convert them into effective questions.

DEBRIEF (2 minutes)

- Ask students: *Share with me how you think asking effective questions applies to being a more inclusive visionary leader?*
- Explain: *This allows you to build relationships, gather information that you weren't expecting, and learn about the needs of your community by speaking directly to the people in the community.*

INTRODUCE FIELD CHALLENGE ASSIGNMENT (5 minutes)

- Pass out *Community Interviews Field Challenge*
- Ask students to read over and teach back to the others what the challenge is.
- Explain: *This is to practice your active listening and inquiry by coming up with ten 4WH questions for three community members to see if your optimistic vision and goal to bring it to life is a good one.*
- Ask students: *Who would be good people to interview in your community?*

CHECK OUT QUESTION (5 minutes)

- Ask them to each share one person they will interview and one 4WH question they will ask.



4WH QUESTIONS

✓ Who?	identifies people, places, or things, including positions of leadership and staff
✓ What?	identifies actions, activities, movement, events, change, and consequences
✓ Where?	identifies location of events and people, including the relative position and proximity of the "players" involved
✓ When?	identifies timeframe and sequence of events
✓ How?	identifies the means, method, process, system, technique, and manner of operations

EFFECTIVE

INEFFECTIVE

DIRECT

Example:

How many community groups apply for funding for your youth programs?

COMMENT-BASED

Example:

I heard that over at your agency you give away money to community groups that are doing work with youth. Is that true? Because there are a lot of kids in my neighborhood who need a lot of help and we need to do something about it.

OPEN-ENDED

Example:

What types of programs do you fund?

OR

What, if any, youth programs do you fund?

CLOSED-ENDED

Example:

Do you fund youth programs?

SINGULAR

Example:

How long has your agency been in existence?

MULTIPLE

Example:

How long has your agency been in existence and what do you do?

SINGULAR

Examples:

Question #1: How many children has your agency served this year?

Question #2: How many senior citizens did your agency serve this year?

DOUBLE-BARRELED

Example:

How many children or senior citizens have you served this year?



ANSWER

What is your optimistic vision for your community?

What is your SMART goal for bringing this vision to life?

Step 1: Identify at least 3 people in your community who you want to interview:

Interviewee #1: _____

Interviewee #2: _____

Interviewee #3: _____

Step 2: Come up with ten 4WH (Who, What, Where, When, How) questions to ask your interviewees and write them here:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Step 3: Practice your inquiry and active listening skills by conducting your three interviews and recording your answers in your composition book. Please write down the name and contact information of each of your interviewees so you can follow up with them. Good luck!



ACTIVITY TIME: 25 minutes

Outcomes

- Evaluate the costs and benefits of different styles of decision making (consensus, autocratic, managerial, and majority)
- Understand what skills and qualities are needed to build consensus

Materials

- ✓ *Decision Making Graph Handout* (pg.34) - 1 copy per student

and create

- ✓ 1 visual of decision making graph that is a duplicate of the *Decision Making Graph Handout* but *without* the types of decision making on the graph yet.

Set Up

- Semi-circle for peer-to-peer student discussions and interaction.
- Tape up the visuals so their content is hidden and can be unveiled during the activity

Prior to Activity

- Watch the documentary *California State of Mind* and the 6 minute *Leadership Then & Now* video
- Complete the *My Optimistic Vision Activity*
- Recommended: complete the *Pre-Screening Discussion* on leadership.

STEPS

INTRODUCTION (2 minutes)

- Have students seated in a semi-circle so they can all see each other and the visuals.
- Tell students: *I am going to pretend that I am Gov. Pat Brown and I need to make a tough decision about whether or not to build a new community center. Pretend you are members of this community.*
- Unveil the visual of the decision making graph with group buy-in on the x-axis and efficiency on the y-axis.

BREAKING DOWN DECISION MAKING STYLES (20 minutes)

- Tell students (community members) that because you are the Governor you are going to make the decision that YES your community needs a new community center and that one is going to be built. End of story. Ask the students how they feel about the decision. Ask the students if that decision was high or low in efficiency (did it take a long time to make). It was high in efficiency. Ask the students if it was high or low in group buy-in (did they feel like their voice was heard in the decision making process?) It was low in group buy-in.
- Put an X on the chart that corresponds with their answers. Tell them that this style of decision making is called *autocratic*, meaning that one person makes a decision without any input from the group. Ask them what the benefits of that style are (fast and efficient). What is the cost? (No support from group, they don't feel like it was their decision). Would all of you be excited to help build the community center if the decision was made like that?
- Tell students to give you some options about the community center being built in their community. (Ex. Yes we should build it. No we shouldn't. We should only add on to the existing community center and not build a new one.) Once students have given you a few options. Tell them thanks for giving you the options and that you are making the decision to go with the option of "We should only add on to the existing one and not build a new one."
- Ask students if that decision was high or low in efficiency (did it take a long time to make). It was high in efficiency but not as high as autocratic. Ask the students if it was high or low in group buy-in (did they feel like their voice was heard in the decision making process?) It was low in group buy-in but a little higher than autocratic because at least a few people got their option picked.

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STEPS

continued

BREAKING DOWN DECISION MAKING STYLES *continued*

- Put an X on the chart that corresponds with their answers. Tell them that this style of decision making is called *managerial* because one person, the manager, requests and listens to options and input from the group and makes a decision. Ask them what the benefits of that style are (fast and efficient and some input from group). What is the cost? (Still very little support from group and very few people feel like it was their decision.) Ask how would the community support be for the community center if the decision was made in a managerial style?
- Now write those same three options on the whiteboard or poster paper (1. Yes we should build it. 2. No we shouldn't. 3. We should only add on to the existing community center and not build a new one.) Tell the students that you are going make this decision using the Majority Vote style. Tell the students that they will have a chance to vote for the option they want and the option that gets the most votes will be the one you (the teacher) decides to make. Ask students to close their eyes when they vote. Tally the votes and unveil the majority winner. Tell them the decision has been made.
- Go through the same sequence of questions as the previous two scenarios. Tell them that style of decision making is called *majority* because the group generates options and makes the decision by having each member of the group vote for the option they prefer and going with the one that gets the most votes.
- Finally, tell the group that you want to make the decision about the community center as a group and you want to make sure the final decision is one that every single community member approves of or can live with and that you want to hear everybody's input on this decision. Ask the group what would be required to make the decision this way (a lot of time, a lot of compromise, ability to be flexible and change the community center idea according to people's input.) Ask the group how they would score the efficiency of this type of decision making. (Low in efficiency and very high in group buy-in.) Ask them what the community support would look like if they all decided to build the community center.
- Put an X on the chart and tell them this type of decision making is called *consensus* because the group generates and refines options until it arrives at a single option that every member approves on or can live with.
- Pass out *Decision Making Graph Handout* and review.

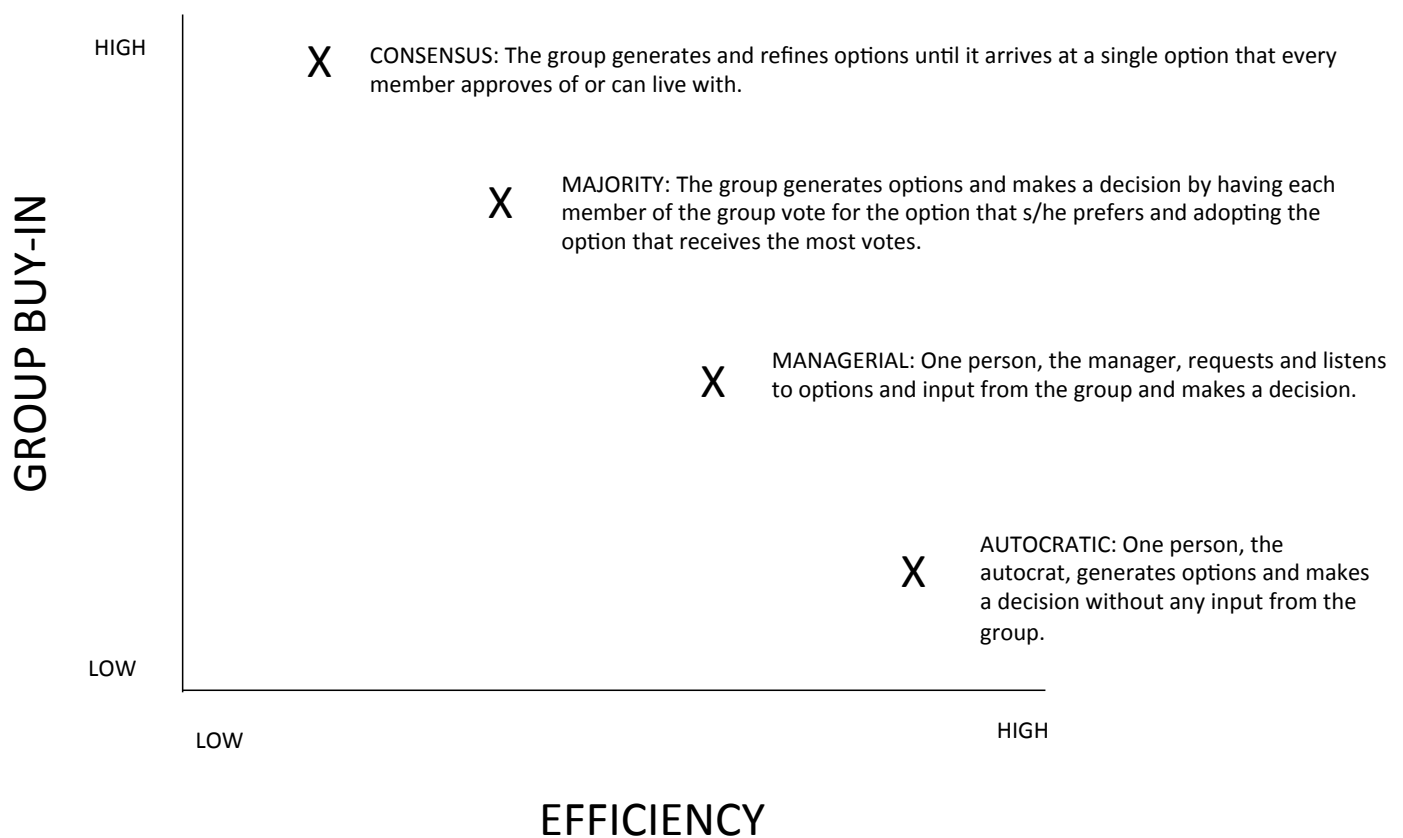
DEBRIEF (3 minutes)

- Ask students to share their thoughts about when a leader you might need to use different types of decision making styles.

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DECISION - MAKING



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ACTIVITY TIME: 48 minutes

Outcomes

- Understand what skills and qualities are needed to build consensus
- Practice consensus building and decision making
- Identify people in their community that they would need to build consensus with to achieve their SMART goals and bring their community visions to life
- Analyze how Gov. Pat Brown made decisions and why he preferred consensus building

Materials

- ✓ *Autocratic, Managerial, Majority Vote, and Consensus Decision Making Skits* (pgs.37-40) - print out all 4 so each of the groups gets one
- ✓ *Consensus Building & Decision Making Field Challenge* (pg.42) - 1 copy per student

and create

- ✓ 1 visual of this quote: "The hardest part about being a public servant is having to make unpopular decisions that you think are needed." – Gov. Pete Wilson
- ✓ 1 visual of two quotes: "He would make sure he was doing the right thing and question as many people as possible to help him." – Judge Arthur Alarcon, clemency secretary for Gov. Pat Brown and "He was a realist. Pat understood that in order to make things work you had to get people to come together." - Charles Young, chancellor emeritus, UCLA

Set Up

- Semi-circle for peer-to-peer student discussions and interaction.
- Tape up the visuals so their content is hidden and can be unveiled during the activity

Prior to Activity

- Watch the documentary *California State of Mind* and the 6 minute *Leadership Then & Now* video
- Complete the *My Optimistic Vision Activity*
- Recommended: complete the *Pre-Screening Discussion* on leadership.

STEPS

INTRODUCTION (7 minutes)

- Ask the group what types of decisions our current president has had to make quickly and efficiently (in response to the bank crisis, after natural disasters, in response to military attacks). What types of decisions has he made where he took the time to build a consensus?
- Unveil the visual of the quotes: "He would make sure he was doing the right thing and question as many people as possible to help him." and "He was a realist. Pat understood that in order to make things work you had to get people to come together." Ask the students: *According to the people speaking in the film, what type of decision making did Gov. Pat Brown prefer. Why did he prefer this type of decision making?* (consensus building)
- Unveil quote: "The hardest part about being a public servant is having to make unpopular decisions that you think are needed." Tell the students that you won't always have the time to build consensus and you will have to make the final decision that you think is right. What can be challenging about this?
- Now we are going to dive into these decision making styles more experientially.

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TEACHER INSTRUCTIONS

Consensus Building & Decision Making

Intro to Decision Making Skits

"He could always see both sides of the issue. And while that would seem like a perfectly fine trait, its not a perfectly fine trait for a leader. People wanna know what direction are we going and when are we gonna get there? And nothing else much matters."

- **Grey Davis, Governor**



STEPS

continued

ORDERING PIZZA DECISION MAKING SKIT ACTIVITY (30 minutes)

- Break the students into 4 equal groups. Ideally each group will have at least 3-5 people in it.
- Hand out the *Autocratic, Managerial, Majority Vote, and Consensus Decision Making Skits* (pgs.37-40) - 1 for each of the 4 groups
- Ask each group: *Read over the scenario your group has been assigned and prepare a skit. Assign characters and develop the specified skit according to the instructions. Please make sure you prepare a short debrief to take place after your skit where you share with the audience members (1) The costs and benefits of your decision making style and (2) How this decision making style affected the participants?*
- Tell students: *You have 8 minutes to prepare a 2 minute skit. Have fun with this but remember the goal is to teach each other about different decision making styles.*
- Give the groups 8 minutes to prep. Call time and have the students create a semi-circle of chairs with the open area for a "stage". Ask each group to come up and perform their skit and lead the group through the debrief. Make sure the audience recognizes the performers.

DEBRIEF (3 minutes)

- Insert some questions at the end of each debrief to clarify cost and benefit for each decision making style. Ex. How long did it take for this group to make a decision? What was the level of buy-in for the group?

OPTIONAL - Ordering a Real Pizza Consensus Style (30 minutes)

- If time permits and there is a budget, tell the students that they are going to have a chance to practice their consensus building for real. Tell them that they will have the next 30 minutes to try and come to consensus on what kind of pizza they would like order. Tell them they will have X amount of budget to work with and if they can come to consensus in 30 minutes then you will pay for their pizza to be ordered. Debrief this experience at the end.



AUTOCRATIC DIRECTIONS

Your group is in charge of producing a skit where you decide on, order, and receive a pizza.

You are going to create and perform a *2 minute skit* which uses the *autocratic* decision making process, as well as the characters and specifications described below.

Create a brief *1 minute explanation* of the following:

- the benefits and costs of this decision making process,
- how this decision making process affected each character.

You will have **8 minutes** to prepare

AUTOCRATIC decision-making process: One person, the autocrat, generates options and makes a decision without any input from the group.

CHARACTERS

- 1 person (autocrat)**— only likes pepperoni, sausage, and ham
- 1-2 people**— vegetarian
- 1-2 people**— hate(s) pizza

SKIT SPECIFICATIONS

- In your skit, spend approximately *15 to 30 seconds* showing how the decision is made and the pizza is ordered.
- In your skit, devote approximately *30 seconds* to showing what happens and how people feel once the pizza arrives.
- You must stay in character for the full length of the skit and be prepared at the end to answer questions about your character's actions and feelings during the skit.



MANAGERIAL DIRECTIONS

Your group is in charge of producing a skit where you decide on, order, and receive a pizza.

You are going to create and perform a *2 minute skit* which uses the *managerial* decision making process, as well as the characters and specifications described below.

Create a brief *1 minute explanation* of the following:

- the benefits and costs of this decision making process,
- how this decision making process affected each character.

You will have **8 minutes** to prepare

MANAGERIAL decision-making process: One person, the manager, requests & listens to options and input from the group and makes a decision.

CHARACTERS

1 person (manager)— only likes pepperoni, sausage, and ham

1-2 people— vegetarian

1-2 people— hate(s) pizza

SKIT SPECIFICATIONS

- In your skit, spend approximately *15 to 30 seconds* showing how the decision is made and the pizza is ordered.
- In your skit, devote approximately *30 seconds* to showing what happens and how people feel once the pizza arrives.
- You must stay in character for the full length of the skit and be prepared at the end to answer questions about your character's actions and feelings during the skit.



ACTIVITY

Consensus Building & Decision Making

Majority Vote Decision Making Skit



MAJORITY VOTE DIRECTIONS

Your group is in charge of producing a skit where you decide on, order, and receive a pizza.

You are going to create and perform a *2 minute skit* which uses the *majority vote* decision making process, as well as the characters and specifications described below.

Create a brief *1 minute explanation* of the following:

- the benefits and costs of this decision making process,
- how this decision making process affected each character.

You will have **8 minutes** to prepare

MAJORITY VOTE decision-making process: The group generates options and makes a decision by having each member of the group vote for the option that s/he prefers and adopting the option that receives the most votes.

CHARACTERS

1 person— only likes pepperoni, sausage, and ham

1-2 people— vegetarian

1-2 people— hate(s) pizza

SKIT SPECIFICATIONS

- In your skit, spend approximately *15 to 30 seconds* showing how the decision is made and the pizza is ordered.
- In your skit, devote approximately *30 seconds* to showing what happens and how people feel once the pizza arrives.
- You must stay in character for the full length of the skit and be prepared at the end to answer questions about your character's actions and feelings during the skit.



ACTIVITY

Consensus Building & Decision Making

Consensus Decision Making Skit

"By the year 2050, we're gonna be 60 million people. People like it or not, that's what it's gonna be. ... So we have, we better get our act together and continue with the vision of Pat Brown, and continue ... building California for the future."

- **Arnold Schwarzenegger, Governor**



CONSENSUS DIRECTIONS

Your group is in charge of producing a skit where you decide on, order, and receive a pizza.

You are going to create and perform a *2 minute skit* which uses the *consensus* decision making process, as well as the characters and specifications described below.

Create a brief *1 minute explanation* of the following:

- the benefits and costs of this decision making process,
- how this decision making process affected each character.

You will have **8 minutes** to prepare

CONSENSUS decision-making process: The group generates and refines options until it arrives at a single option that every member approves of or can live with.

CHARACTERS

- 1 person**— only likes pepperoni, sausage, and ham
- 1-2 people**— vegetarian
- 1-2 people**— hate(s) pizza

SKIT SPECIFICATIONS

- In your skit, spend approximately *15 to 30 seconds* showing how the decision is made and the pizza is ordered.
- In your skit, devote approximately *30 seconds* to showing what happens and how people feel once the pizza arrives.
- You must stay in character for the full length of the skit and be prepared at the end to answer questions about your character's actions and feelings during the skit.



STEPS

INTRODUCE FIELD CHALLENGE (8 minutes)

Note You can do this *Consensus Building & Decision Making Field Challenge* if they have completed the *My Optimistic Vision Activity*.

- Pass out *Consensus Building & Decision Making Field Challenge* (pg.42)
- Ask the students to read over the challenge. Their challenge (to be done out of class) is to identify six different people who they would need to invite to a meeting to try and build consensus in order to increase community support for their SMART goal. (Ex. If I want to build a new community center I would need a youth leader, the mayor, a teacher, a parent, an engineer or architect, the current director of a community center, etc.) See the activity for details.

CHECK OUT QUESTION 5 minutes

- Ask the students to reflect on this lesson and share one skill or quality that they learned a leader needs to possess in order to effectively build consensus when making decisions (ex. active listening, patience, inquiry, empathy, etc).



FIELD CHALLENGE Consensus Building & Decision Making

"People can differ - left and right, north and south - there will be different perspectives. But, there was a respectfulness to the debate and the willingness to say the tough things."

- Kathleen Brown, California State Treasurer



"There are lots of things I could have done, I should have done, could have done differently. ... But on issues, I felt that I had conducted my campaign with integrity, and ultimately that's what life is all about in whatever endeavor you're in. And I learned that from my father."

- Kathleen Brown, California State Treasurer

INSTRUCTIONS

Please identify six different people you can build consensus with to support your SMART goal and bring your optimistic vision to life. Keep in mind that these people should represent diverse groups of people that you would want to support your idea.

Example: *If I wanted to build a new community center I would try to build consensus with:*

1. A youth leader
2. Our mayor
3. A teacher
4. A parent
5. An engineer or architect
6. A director of another community center

Who do you need to build consensus with?

Person #1: _____

Person #2: _____

Person #3: _____

Person #4: _____

Person #5: _____

Person #6: _____



ACTIVITY TIME: 20 minutes

Outcomes

- Better understand the concept of moral compass and how our values influence our actions
- Analyze what values Gov. Pat Brown felt strongest about and how they influenced where he spent his time, energy, political capital, and money

Create

- ✓ 1 visual of this quote: “Every public figure should have a value system that they operate from. Don’t be a phony. Be yourself.” – Stu Spencer, Reagan’s Campaign Manager
- ✓ 1 visual with the definition of *moral compass* - anything which serves to guide a person's decisions based on morals or values

Set Up

- Semi-circle for for peer-to-peer student discussions and interaction.
- Tape up the visuals so their content is hidden and can be unveiled during the activity

Prior to Activity

- Watch the documentary *California State of Mind* and the 6 minute *Leadership Then & Now* video
- Complete the *My Optimistic Vision Activity*
- Recommended: complete the *Pre-Screening Discussion* on leadership.

STEPS

Instructions (5 minutes)

- Ask the students if any of them can define *moral compass*. Take a few answers.
- Unveil the visual of the definition of *moral compass* - anything which serves to guide a person's decisions based on morals or values

If students have already watched the 56 minute version

- Ask the students to identify some of the values that guided Gov. Pat Brown’s decisions? (civil rights, education, equality, fairness, compromise, etc.)
- Ask the students to give you examples of what Pat Brown did to make them think he values those things. (For example a student might say they think he valued education and equality because the first thing he did was to make the Master Plan so everybody had an equal opportunity to an education. Or that he values civil rights because he risked so much to make sure the Fair Housing Bill was passed or he values fairness because he spent so much time on the clemency cases.)
- Ask them which experience in Gov. Pat Brown’s life made him value education and equality so much. (That he didn’t have enough money to go to college when he was young even though he was qualified).

If the students have NOT watched the 56 minute version

- Tell them that the very first thing Gov. Pat Brown did when he became governor was to initiate the Master Plan and build colleges and universities that were accessible to people regardless of their socioeconomic status. Ask them what values they think guided him to make this his top priority?
- Ask the students where they think values come from. How do people develop certain values that guide their moral compass? (Ex. They are taught by parents, school, or life experiences).
- Ask them what they think Pat Brown experienced in his life that made him value education and equality. Tell them that when he was growing up he didn’t have enough money to go to college even though he was qualified.

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ACTIVITY TIME: 20 minutes

Outcomes

- Understand what values drive them and where these values come from

Materials

- ✓ *Values Survey Activity* (pg.45) - 1 copy per student

Set Up

- Semi-circle for for peer-to-peer student discussions and interaction.

Prior to Activity

- Watch the documentary *California State of Mind* and the 6 minute *Leadership Then & Now* video
- Complete the *My Optimistic Vision Activity*
- Recommended: complete the *Pre-Screening Discussion* on leadership.

STEPS

INTRODUCTION (3 minutes)

- Pass out *Values Survey Activity*.
- Tell students: *This is a "Values Survey". On the survey are 13 different values. Your challenge is to try and put them in order of how important they are to you. 1 represents the most important and 13 represents the least important. When putting them in order, try to come up with a reason why each one is more important than the next... Are there any questions?*

TAKE VALUES SURVEY (5 minutes)

- Tell students: *Please take the next 5 minutes to rank them.*

DEBRIEF (12 minutes)

- Ask students to pair up and share the answers to the following questions:
 - What are your top 5 values and why you think those values were ranked highest?
 - What experiences in your life have contributed to your choosing the value you ranked #1?
 - What was challenging about putting these values in order?
 - What surprised you about your rankings?
- Ask 2-3 students to share their answers to these debrief questions with the entire group.

CLOSING (2 minutes)

- Tell students: *Think about an action you have taken recently and how your values might have contributed to taking that action.*
- Have 2-3 students share their answers.



"Every public figure should have a value system that they believe in and that they operate from.

Don't be a phony. Be yourself."

- **Political Consultant Stu Spencer**



"His advisors said, 'You are coming up for reelection, you don't need to get involved in such a hotly-contested issue. Let the people decide.' And he said, 'No, this is wrong. ... I am going to fight against this.'"

- **Kathleen Brown, California State Treasurer**

VALUES SURVEY INSTRUCTIONS

Please complete the following survey. Number 1 to 13 with 1 being the most important value to you and 13 being the least important. You may change your mind so feel free to change our answers.

___ A CIVIL SOCIETY – Living in a society where people care about and make decisions based on what is good for all.

___ CARING, COMPASSION – Taking seriously and being concerned about the reality of others.

___ COURAGE, ACTIVISM (social, political, economic) – Participating in intentional actions to bring about change.

___ EQUALITY – Equal opportunity for all where no one is judged by race, creed, religion, gender, or ability.

___ FREEDOM – Independence, free choice.

___ GENEROSITY – Constant openness to the interest, needs, and desires of others.

___ HAPPINESS – An inner feeling of personal satisfaction, joy, willingness, cheerfulness, or contentedness.

___ HONESTY – To be real, genuine, or authentic, fairness of conduct, integrity, uprightness of character or action.

___ LOVE – True love, unselfish concern that freely accepts another and seeks that person's good.

___ PHILANTHROPY – Intentional, ongoing giving of your time, talent, and treasure for the common good.

___ RESPONSIBILITY – To be reliable, able to be depended on and accountable for something.

___ WISDOM – The ability to discern (discover) inner qualities and relationships, having insight and good sense.

This survey is part of an activity provided by the Points of Light Institute



ACTIVITY TIME: 65 minutes

Outcomes

- Practice making tough decisions and analyze how their moral compass influences their decision making process
- Identify a volunteer opportunity in their community that allows students to take action on their values
- Understand how their optimistic vision for their community may have been influenced by their values

Materials

- ✓ *Community Grant Making Challenge Activity Instructions* (pg.48) - 1 copy per student
- ✓ *Princess Project, Edible Schoolyard* and *JumpStart* (pgs.49-51)- make copies of all three for each small group – Educators are encouraged to create profiles of organizations that are located in your communities so they are more relevant to your students.
- ✓ *From Values to Action Field Challenge* (pg.52) - 1 copy per student

and create

- ✓ 1 visual of the quote: “If you look around your community, your state and you want to see things changed. Well how do you think that’s going to happen? It’s going to happen when people decide to step up and change... You have to be willing to step up and make the first move.” – Karen Bass, US Congresswoman

Set Up

- Semi-circle for for peer-to-peer student discussions and interaction.
- Tape up the visuals so their content is hidden and can be unveiled during the activity

Prior to Activity

- Watch the documentary *California State of Mind* and the 6 minute *Leadership Then & Now* video
- Complete the *My Optimistic Vision Activity*
- Recommended: complete the *Pre-Screening Discussion* on leadership.

STEPS

INTRODUCTION (8 minutes)

- Split students into three groups of equal sizes.
- Tell students: *You are going to participate in an activity that will allow you to experience how values may impact the decisions you make.*
- Pass out the profiles of the three projects to be funded the (Princess Project, Edible Schoolyard, and JumpStart) to each group.
- Ask the students to read over the challenge and to teach back to the group what they need to do.

GRANT MAKING ACTIVITY (25 minutes)

- Tell students: *You will have 15 minutes to try to come to consensus on how the grant will be distributed. Please write down your final decision so you can share it with the group. Are there are any questions?*
- When 15 minutes are up, ask each group to share the decision they came to (if they did), why they decided to fund those projects, and what their decision making process was. Reference the decision making styles discussed in previous lesson if relevant (autocratic, managerial, majority, consensus).

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STEPS

continued

DEBRIEF (13 minutes)

Ask the students the following debrief questions:

- What was challenging about this activity?
- What decision making process did you use?
- How did your values affect how strongly you argued for funding one project over another?

If the students have completed the *My Optimistic Vision Activity* and *Values Survey Activity*.

- Tell students: *Take out your **My Optimistic Vision Activity** and reflect on what you wrote for your optimistic vision for your community. Write down how your moral compass might have played a role in shaping your vision. Write down what personal experiences in your life contributed to your valuing this vision. Are any of your top five values from your **Values Survey Activity** reflected in your community vision?*

CHECK OUT QUESTION (5 minutes)

If the students have completed the *My Optimistic Vision Activity*

- Ask the students to each share what their optimistic vision is and what personal value(s) it reflects.

If the students have NOT completed the *My Optimistic Vision Activity*

- Ask each student to share one major takeaway from this activity.

INTRODUCE FIELD CHALLENGE ASSIGNMENT (8 minutes)

- Unveil the quote: “If you look around your community, your state and you want to see things changed. Well how do you think that’s going to happen? It’s going to happen when people decide to step up and change ... You have to be willing to step up and make the first move.” - Karen Bass
- Pass Out *From Values to Action Field Challenge*
- Tell students: *For your **From Values to Action Field Challenge** you will research an organization in your community that you think is promoting one of your top 5 values and step up to volunteer and support that organization in some way. Then come back and we will share which organization you identified and when you will volunteer with them. This is an opportunity to contribute your energy towards what you believe in.*



ACTIVITY

Moral Compass

Community Grant Making Challenge

"I've had to make decisions. I haven't been able to make everybody happy. I haven't been able to make you happy. But I've made decisions that have moved this state ahead."

- Pat Brown, Governor



COMMUNITY GRANT MAKING CHALLENGE INSTRUCTIONS

The State of California has allocated ten \$25,000 grants to be provided to California communities in need. Your community is one of the ten communities that has been selected to receive a \$25,000 grant! There are three local organizations operating in your community that the grant can go to and the grant can be split between these organizations any way that the government decides is best for the community.

However, the Governor of California is extremely busy and has selected a committee from each of the ten communities to make the final decision about how the grant should be spent. **Congratulations, you have been selected to be on that committee!**

Your challenge is to come to consensus with the other committee members about how the \$25,000 grant will be distributed to the three local organizations. Your committee has to come to consensus within the time limit, or no one gets the grant!

Challenge

1. You will carefully read the profiles of each of the organizations who are eligible to be funded and what they will spend the money on. Identify which ones you think are most important for your community.
2. Your goal is to then discuss with the other committee members and come to consensus about how the \$25,000 grant that will be distributed among the organizations.
3. You will have 15 minutes to come to consensus or nobody gets the grant!

Good luck!



THE PRINCESS PROJECT GRANT

MISSION:

The Princess Project promotes self-confidence and individual beauty by providing free prom dresses and accessories to high school girls in the bay area who cannot otherwise afford them. Beginning in 2002, the project has served 15,000 girls. The Princess Project holds it's Giveaway Events each spring in preparation for prom season, usually in March or April. We have three sites in the San Francisco Bay Area – San Francisco, Silicon Valley, and East Bay. They are driven by seven core values: (1) celebration of different body types and sizes (2) the importance of recycling and using the earth's resources wisely (3) financial need (4) meaningful volunteer opportunities (5) including representatives of the girls we serve (6) respectful, fun atmosphere (7) diverse representation of the Bay Area community in our volunteer corps.

PROJECTS TO FUND

Warehouse space to store dresses	\$8,000.00
Database system to track & manage applications	\$5,000.00
Hire staff to solicit and collect donations	\$5,000.00



THE EDIBLE SCHOOL YARD PROJECT

MISSION:

The Edible Schoolyard (ESY), a program of the Chez Panisse Foundation, is a one-acre organic garden and kitchen classroom for urban public school students at the Martin Luther King, Jr. Middle School in Berkeley, California. At ESY, students participate in all aspects of growing, harvesting, and preparing nutritious, seasonal produce.

Classroom teachers and Edible Schoolyard educators integrate food system concepts into the core curriculum. Students' hands on experience in the kitchen and garden, fosters a deeper appreciation of how the natural world sustains us and promotes the environmental and social well-being of our school community.

The visibility of ESY has also increased. The Program hosts over 1,000 visitors each year-from educators, to health professionals, to international delegates-and has inspired countless kitchen and garden programs. In 2005, we launched our first affiliate program in New Orleans, Louisiana. Today, we have a small network of Edible Schoolyard affiliate programs in cities across the country.

PROJECTS TO FUND

Materials to build gardens	\$6,000.00
Gardening tools/seeds to plant	\$7,000.00
Volunteer training	\$1,000.00



JUMP START

MISSION:

“Working toward the day every child in America enters school prepared to succeed.”

Jumpstart is a national early education organization that helps children develop language and literacy skills you need to be successful in school, setting them on path to close the achievement gap before it is too late. Since 1993, Jumpstart has trained more than 20,000 college students and volunteers to deliver its program to more than 90,000 preschool children nationwide. Jumpstart Corps members serve in classrooms twice a week for an entire school year; read core storybooks and participate in targeted and intentional activities based on these stories that help develop key language and literacy skills.

PROJECTS TO FUND

Volunteer training	\$6,000.00
Marketing materials & website	\$3,000.00
Books and literacy learning materials	\$2,000.00



"I've always believed that young folks can get involved in the political process If you look around your community, your state and you wanna see things changed, well how do you think that's gonna happen? It's gonna happen when people decide to step up and change. We're looking for somebody to drop from out of the sky and save us but if you want things change you have to be willing to step up and take the first move."

- **Congresswoman Karen Bass**

MORAL COMPASS FIELD CHALLENGE: FROM VALUES TO ACTION

INSTRUCTIONS

Please identify an organization in your community that you feel promotes your #1 value. Through online research or networking identify an opportunity to volunteer with this organization to support its efforts.

EXAMPLE:

My #1 Value: caring and compassion

Organization: local homeless shelter

How do they promote caring and compassion? By providing services and resources to those that don't have them.

Volunteer Opportunity: To volunteer at their soup kitchen on Saturday from 8am -11am.

Your #1 Value: _____

Organization: _____

How do they promote your #1 value?
